

*Highlights and Conclusions*

- The percentage and overall number of African American IUPUI Indianapolis declined in Fall 2015 to 7% and 265 students. This is the lowest number and percentage of fall beginners over the past 5 years.

- There are some significant and meaningful differences between African American new students and the overall of new IUPUI Indianapolis students. African American students were significantly more likely to be University College students, place into remedial math, be first generation, and live off campus compared to all other beginners. African American students (new beginners and transfers) were also significantly more likely to be low-income compared to all other students as indicated by a higher proportion receiving Federal Pell Grants and having higher levels of unmet financial need.

- There are substantial opportunity gaps between African American students and all other students. The Four Year Graduation for the most recent cohort of African American students was 10% compared to 24% for all other students while the one-year retention rate was 65% for African American Full-Time Beginners compared to 75% for all others.

- African American students who participate in programs (e.g., DEAP, Summer Bridge, TLCs, Campus Housing) have better academic success outcomes compared to nonparticipants. However, not all African Americans participate.

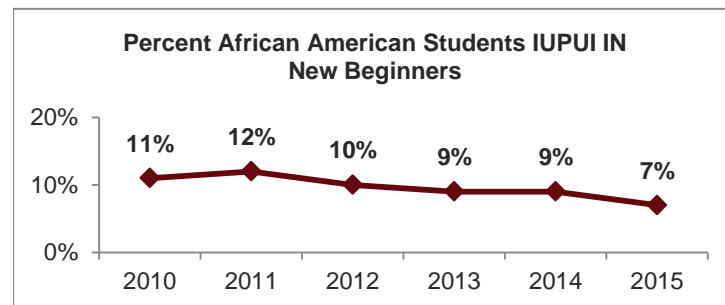
The purpose of this investigation was to investigate the characteristics and academic outcomes of IUPUI Indianapolis African American students in response to specific questions posed by the subcommittee on African American Student Retention. This report focuses on new beginners and external transfers IUPUI Indianapolis Only. Also, this report focuses on students who reported African American and does not include students who indicated African American in the Two or More Races category because these students are officially reported as “Two or More Races.” Please see Table 1 below.

**Table 1. Fall 2015 Full-Time Beginners Students Who Indicated That They Identify As African American at Some Level in the Reporting Process**

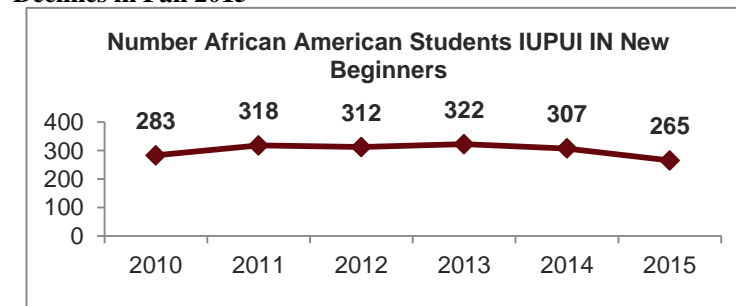
Reporting Ethnicity	Students With An African American Indicator of Yes (N, % of Category)	Total Student (N, % of Cohort)
American Indian/Alaskan Native	0, 0%	3, .1%
Asian	0, 0%	141, 4.1%
Black/African American	256, 100%	256, 7.4%
Hispanic/Latino	20, 7.5%	266, 7.7%
International	5, 5.2%	97, 2.8%
Native Hawaiian/Pacific Islander	0, 0%	3, 0.1%
Two or More Races	92, 47.4%	194, 5.6%
White	0, 0%	2472, 71.8%
<b>Total Students</b>	<b>373, 10.8%</b>	<b>3444, 100%</b>

Note: 47.4% of students who are categorized as two or more races indicate that at least one race they identify with is African American. We have 7.4% of the new cohort identifying as African only, but 10.8% identifying as African American either alone or with another race. Before fall 2010, students were asked to select one ethnicity and the one they most identified with. International students who have African American flagged should be non-US citizens who still said they identified as African American.

**Figure 1. Percentage of IUPUI Indianapolis African American First-Time Beginners Declines in Fall 2015**



**Figure 2. Overall Number of IUPUI Indianapolis African American First-Time Beginners Declines in Fall 2015**



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INFORMATION**

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Beginning African American students had significantly lower high schools GPAs and SAT scores compared to all other beginners. Beginning African American students were significantly more likely to be University College students, place into remedial math, be first generation, and live off campus compared to all other beginners. African American students were also significantly more likely to be low-income compared to all other students as indicated by a higher proportion receiving Federal Pell Grants and having higher levels of unmet financial need. Results are shown in Table 1.

New External Transfer African American students had significantly lower transfer in GPAs, brought in more transfer credit hours, were slightly older, and were more likely to be University College students compared to all others. See Table 2.

**Table 2. 2015 Beginning African American Student Characteristics Compared to All Other IUPUI IN (N= 265; 3341)**

	African American Mean or %	All Others Mean or %
High School GPA	<b>3.27</b>	<b>3.45</b>
SAT score	<b>916.54</b>	<b>1054.77</b>
Dual/Direct Admit	<b>23%</b>	<b>42%</b>
Course load in hours attempted	14.59	14.58
Attempted 15 or More Hours Fall Semester	65%	61%
Placed into Remedial Math	<b>47%</b>	<b>30%</b>
Campus Housing	<b>34%</b>	<b>40%</b>
Honors College	<b>2%</b>	<b>9%</b>
First Generation	<b>42%</b>	<b>34%</b>
Female	<b>69%</b>	<b>58%</b>
Age	18.33	18.32
<b>2014 Financial Indicators</b>		
Federal Pell Grant	<b>81%</b>	<b>38%</b>
Twenty First Century Scholar	<b>37%</b>	<b>16%</b>
Level of Unmet Financial Need	<b>\$6,103</b>	<b>\$4,178</b>

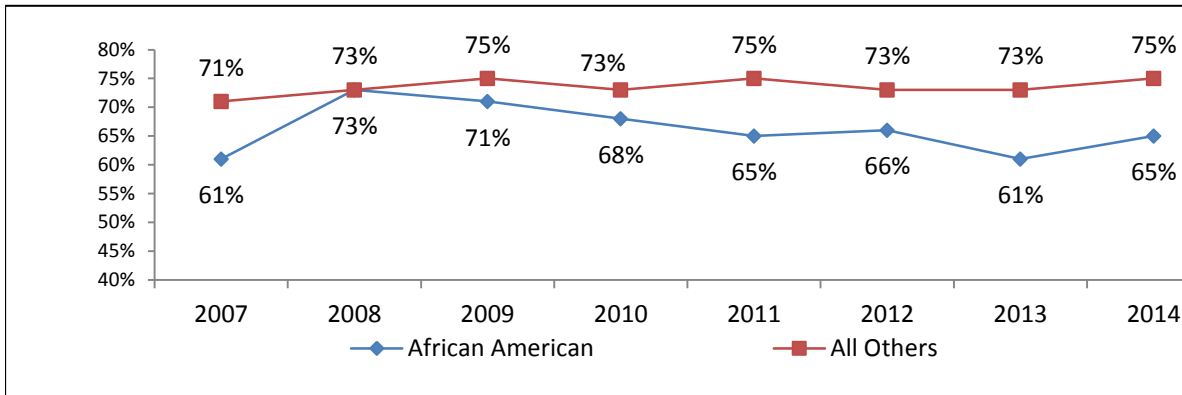
Bolded items are significantly different based on chi-square or independent t-test results ( $p < .05$ )

**Table 3. 2015 New External Transfers African American Student Characteristics Compared to All Other IUPUI IN (N= 202; 1299)**

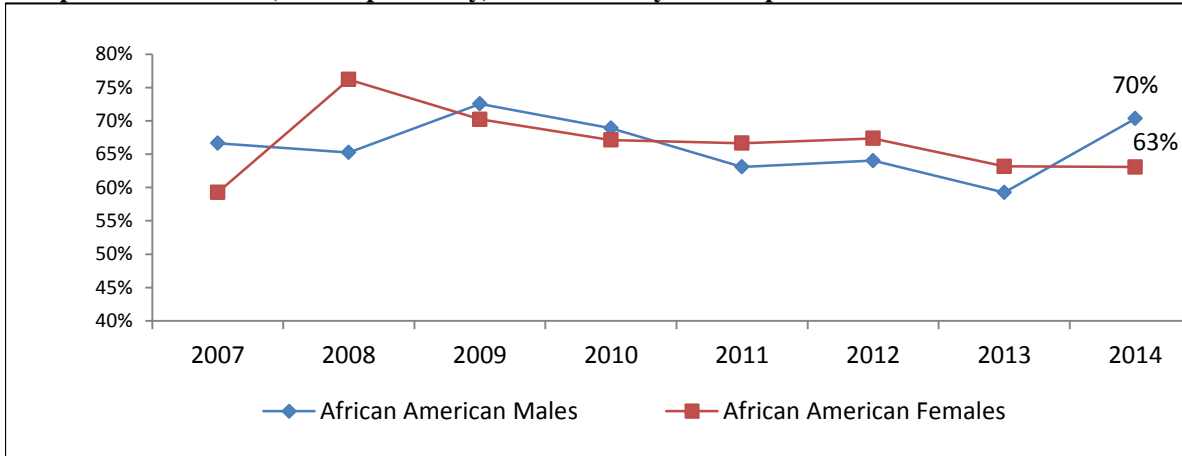
	African American Mean or %	All Others Mean or %
Transfer In GPA	<b>2.73</b>	<b>2.96</b>
Credit Hours Transferred in	<b>47.15</b>	<b>39.84</b>
Dual/Direct Admit	<b>39%</b>	<b>45%</b>
Course load in hours attempted	12.27	12.87
Attempted 15 or More Hours Fall Semester	<b>29%</b>	<b>35%</b>
Placed into Remedial Math	<b>71%</b>	<b>47%</b>
First Generation	35%	32%
Female	<b>64%</b>	<b>53%</b>
Age	<b>25.80</b>	<b>23.15</b>
<b>2014 Financial Indicators</b>		
Federal Pell Grant	<b>77%</b>	<b>44%</b>
Twenty First Century Scholar	<b>11%</b>	<b>4%</b>
Level of Unmet Financial Need	<b>\$8,889</b>	<b>\$6,913</b>

Bolded items are significantly different based on chi-square or independent t-test results ( $p < .05$ )

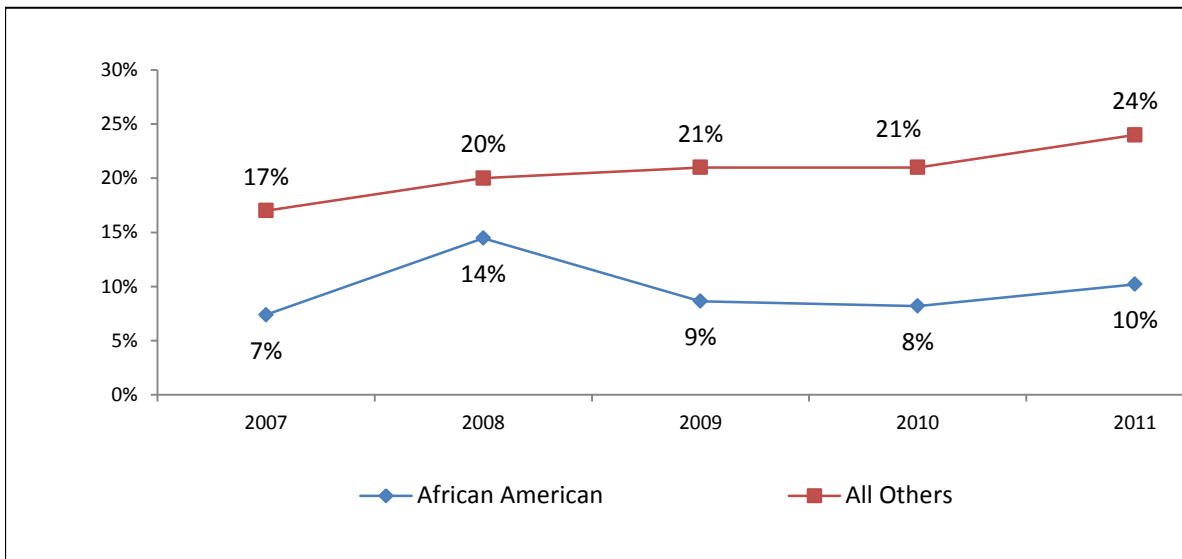
**Figure 3. One-Year Retention Rates of First-Time, Full-Time African American Students Compared to All Others (Indianapolis Only). Retained Any IU Campus**



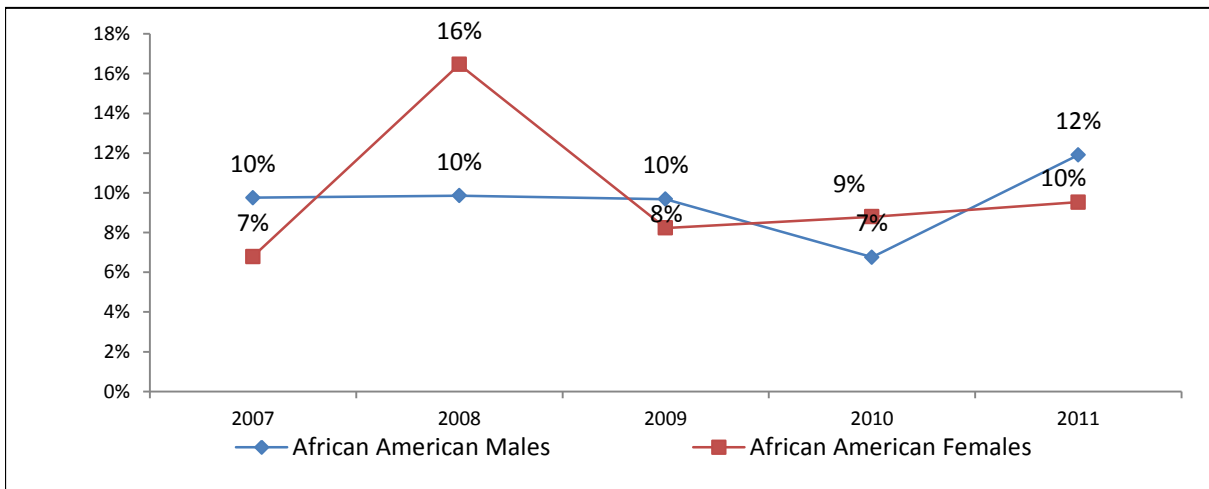
**Figure 4. One-Year Retention Rates of First-Time, Full-Time African American Males Students Compared to Females (Indianapolis Only) . Retained Any IU Campus**



**Figure 5. Four-Year Graduation Rates First-Time, Full-Time African American Students Compared to All Others (Indianapolis Only) . Graduated in 150% time - 4 years Any IU Campus (any degree or certificate)**



**Figure 5. . Four-Year Graduation Rates First-Time, Full-Time African American Males Students Compared to Females (Indianapolis Only). Graduated in 150% time - 4 years Any IU Campus (any degree or certificate)**



**Table 4. Unmet Financial Need Academic Year Fall 2014 African American Full-Time Beginners**

Unmet Financial Need Academic Year Fall 2014 Full-Time Beginners	N	One-Year Retention Any IU	One-Year Retention IUPUI IN
No FAFSA on file	3	33%	33%
No Unmet Financial Need (FAFSA on file)	55	82%	78%
\$1 to \$1000 Unmet Need	17	82%	82%
\$1001 to \$2000 Unmet Need	23	78%	74%
\$2001 to \$3000 Unmet Need	33	73%	70%
\$3001 to \$4000 Unmet Need	18	56%	50%
\$4001 to \$5000 Unmet Need	13	85%	85%
\$5001 to \$6000 Unmet Need	15	73%	47%
\$6001 to \$7000 Unmet Need	17	76%	76%
\$7001 to \$8000 Unmet Need	11	73%	73%
\$8001 to \$9000 Unmet Need	14	71%	71%
\$9001 to \$10,000 Unmet Need	15	53%	53%
More Than \$10,000 Unmet Need	57	28%	26%
<b>Grand Total</b>	<b>291</b>	<b>65%</b>	<b>62%</b>

Notes: Unmet Financial Need: The National Common Data Set provides a framework for determining the percentage of each student’s academic year financial need that is “met” by gift aid (scholarships, fellowships, grants and fee remissions), subsidized federal student loans (loans that do not capitalize interest while students are in school), and federal work study earnings. Unmet need is the portion of a student’s academic year financial need that exceeds these forms of financial aid. Students may choose to borrow unsubsidized federal or private loans to cover this “unmet” portion of their financial need. This takes financial need and subtracts need based aid until it reaches zero. This includes Stafford/Perkins subsidized loans, but not unsubsidized. This does not include parent loans or private loans. It does include military benefits.

**Table 5. 2014 Full-Time African American Beginners Program Participation and Academic Success Outcomes**

Program	African American Participants			African American Nonparticipants		
	N	One-Year Retention IUPUI IN	FY GPA	N	One-Year Retention IUPUI IN	FY GPA
First Year Seminars	261	<b>65%</b>	2.28	30	<b>33%</b>	2.10
Themed Learning Communities	92	<b>74%</b>	<b>2.54</b>	199	<b>56%</b>	<b>2.13</b>
Summer Bridge	72	<b>71%</b>	<b>2.43</b>	219	<b>58%</b>	<b>2.21</b>
SB-TLC	26	<b>88%</b>	<b>2.74</b>	265	<b>59%</b>	<b>2.22</b>
Diversity Enrichment and Achievement Program (DEAP)	46	<b>70%</b>	<b>2.53</b>	245	<b>60%</b>	<b>2.28</b>
Twenty First Century Scholars	114	<b>67%</b>	2.24	117	<b>58%</b>	2.29
Campus Housing	102	<b>69%</b>	<b>2.57</b>	189	<b>58%</b>	<b>2.10</b>

Note 1: Twenty First Century Scholars means students received State TFCS funds.

Note 2: Only 8 African Americans participated in the 2014 Online Math Academy for conditionally admitted students. Their one-year retention rate was 100% and their FY GPA was 2.31.

Note 3: Bolded items are significantly different based on chi-square or independent t-test results (p < .05)

**Table 6. 2015 Top Majors for African American Students**

Major or Intended Major	N	%
Pre Nursing BSN	43	16%
Pre Business BSB	17	6%
Pre Psychology BA PU	11	4%
Pre Psychology BS PU	10	4%
Exploratory Baccalaureate	9	3%
Pre Biology BS PU	9	3%
Pre Biology BA PU	8	3%
Exercise Science BSK	8	3%
Pre Forensic & Invgt Sci BS PU	7	3%
Pre Mechanical Engr BSME	7	3%

**Table 7. Direct/Dual Admits**

Direct/Dual Admits	N	%
SCII	12	18%
PED1	9	14%
INFO1	6	9%
LIBA1	6	9%
EDUC1	5	8%
ENGR1	5	8%
HERR1	5	8%
SHRS1	5	8%
TECH1	4	6%
SPEA1	3	5%
BUS1	2	3%
EDDP1	2	3%
LBGS1	1	2%
TCEM1	1	2%
Total	66	100%

Note: Retention rates not shown for Ns less than 20. One-Retention Rate not for Pre-Nursing Major 2014 64% (N=44 total students)

**Table 8. 2014 Top School of Intended Major and Direct/Dual for IUPUI IN African American Students and One-Year Retention Rates**

School of Intended Major	N	%	One-Year Retention Any IU Fall 2014
Science	76	25%	63%
Nursing	44	14%	64%
Business	40	13%	62%
Engineering	24	8%	50%
University College (Explx)	20	7%	65%
Physical Education	15	5%	
Medicine	13	4%	
Technology	12	4%	
Dentistry	10	3%	
Education	9	3%	

Note: Retention rates not shown for Ns less than 20.

**Table 9. The top 10 Reasons Why Beginning African American Students Select IUPUI (2015 Entering Student Survey) N= 162 Respondents**

	<b>Mean</b>
1) Availability of specific academic programs (majors)	4.18
2) Availability of financial aid/scholarship	4.14
3) Career and job opportunities available in Indianapolis after I complete my degree	4.07
4) Opportunity for an IU or Purdue Degree	4.02
5) Job, career, and internship opportunities available in Indianapolis while attending school	4.01
6) Institution's academic offerings such as courses, certification, and degrees	4.01
7) Graduates get good jobs	3.92
8) Cost	3.86
9) IUPUI's reputation	3.72
10) Social Climate/Activities at the College	3.56

Scale Values: 1 = Not Important at All, 2=Somewhat Important, 3= Moderately Important, 4= Very Important, and 5= Extremely Important

**Table 10. The top 10 Reasons Why All Other Beginners Select IUPUI (2015 Entering Student Survey) N= 2268 Respondents**

	<b>Mean</b>
1) Availability of specific academic programs (majors)	4.05
2) Institution's academic offerings such as courses, certification, and degrees	3.99
3) Opportunity for an IU or Purdue Degree	3.95
4) Career and job opportunities available in Indianapolis after I complete my degree	3.90
5) Job, career, and internship opportunities available in Indianapolis while attending school	3.87
6) Graduates get good jobs	3.83
7) Availability of financial aid/scholarship	3.77
8) Cost	3.77
9) IUPUI's reputation	3.55
10) Social opportunities associated with IUPUI located in city of Indianapolis	3.36

Scale Values: 1 = Not Important at All, 2=Somewhat Important, 3= Moderately Important, 4= Very Important, and 5= Extremely Important